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ABSTRACT

Designed for use by diploma or graduate students in counselor education, this student's manual consists of six units of instructional materials dealing with vocational development theory. Topics of the units are historical and theoretical considerations, trait- and factor-based theory, developmental vocational theory, social and learning-based theory, client-centered and other approaches, and other factors in vocational development. Included in each unit are the following: objectives, basic references, background references, capsule summary, important questions, relevant experiences (learning activities), and suggestions for additional reading. (MN)

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VOCATIONAL DEVELOPMENT THEORY

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Ottawa 1981

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STUDENT'S MANUAL



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CE 031 897

VOCATIONAL DEVELOPMENT THEORY

Table of Contents

INTRODUCTION	.1
How to Use This Manual	.1
References	.1
Basic References	.2
Background Reading	.2
Additional Reading	.3
How to Approach a Unit	.3
General Reference Material	.4
UNIT I- HISTORICAL AND THEORETICAL CONSIDERATIONS	.7
Objectives	.7
Basic References	.7
Background Reading	.7
A Historical Perspective	.8
The Nature of Vocational Development Theory	.9
A Classification of Career Development Theories	.11
Important Questions	.12
Relevant Experiences	.13
Additional Reading	.14
UNIT II - TRAIT AND FACTOR BASED THEORY	.16
Objectives	.16
Basic References	.16
Background References	.17
Capsule Summary	.18
Holland's Trait Approach	.21
The Application of Trait & Factor Theory	.22
Important Questions	.23
Relevant Experiences	.24
Additional Reading	.25
UNIT III - DEVELOPMENTAL VOCATIONAL THEORY	.29
Objectives	.29
Basic References	.29
Background References	.29
Capsule Summary	.31
The Application of Vocational Development Theory	.34
Important Questions	.34
Relevant Experiences	.36
Additional Reading	.36

UNIT IV - SOCIAL AND LEARNING BASED THEORY	.43
Objectives	.43
Basic References	.43
Background References	.44
Capsule Summary	.45
Psychoanalytic Approaches	.45
Social and Learning Based Approaches	.46
Important Questions	.49
Relevant Experiences	.50
Additional Reading	.50
UNIT V - CLIENT CENTERED & OTHER APPROACHES	.52
Objectives	.52
Basic References	.52
Background References	.52
Capsule Summary	.53
Important Questions	.56
Relevant Experiences	.57
Additional Reading	.58
UNIT VI - OTHER FACTORS IN VOCATIONAL DEVELOPMENT	.60
Objectives	.60
Basic References	.61
Background References	.61
Capsule Summary	.62
Sexual Bias in Vocational Theories	.63
Other Special Interest Groups	.65
Important Questions	.70
Relevant Experiences	.71
Additional Reading	.72
CONCLUSIONS	.81
A Final Perspective	.81
Important Summative Questions	.83
Relevant Summative Experiences	.83
Additional References	.84

Vocational Development Theory Introduction

INTRODUCTION

This course deals with **Vocational Development Theory**. Focus of the course is on those theories of vocational development and choice that have the most relevance for the practicing counsellor. As a student, you may be enrolled in this course for any number of reasons. Perhaps you are a practicing counsellor working in the field, seeking to improve your academic qualifications. Perhaps you are a full-time graduate student with little or no field experience. Perhaps you are an elective-student, seeking to introduce yourself to an area you may choose to pursue at a later time. (Perhaps you simply needed one more course to complete your program of study and this one was offered at a convenient time!!!)

This course is designed to be taken in a variety of different ways or formats. The most typical format will be the traditional on-campus classroom-based course. Other formats might include off-campus offerings on an extension basis in smaller communities, or perhaps, individual study. Most students who take this course will do so for credit, as part of the requirements for a graduate or undergraduate degree. Some students will be non-credit or audit students, seeking to improve their practical skills with little concern for formal academic recognition.

Whatever your reason for taking this course, in whatever format, for credit or not ... welcome!!!

This course is designed around a number of **units** or **modules**. Each unit covers one aspect of vocational development theory but you will need to cover all units in order to achieve a broad appreciation of the field.

How to Use This Manual

Each unit in this course is structured in a similar manner. You will probably gain the most benefit from this course if you understand this structure and attempt to follow it in studying each unit.

References for this Course

To be successful in this course, you will have to do a good deal of reading! To help you get the most from this reading,

Vocational Development Theory

Introduction

all references have been **categorized** by content area and degree of importance or applicability. Although there are three **basic references** used in this course, it will be necessary for you to read other important material, not included in these references. In the most part, this other material can be obtained from your university library or other ready sources. Consult with your instructor or course coordinator to clarify where these materials may be found in your area.

Basic References

The three basic references for this course are:

1. Herr, E. L., & Cramer, S. H. **Career Guidance Through the Life Span**. Toronto: Little Brown & Co., 1979.
2. Weinrach, S. G. **Career Counselling: Theoretical and Practical Approaches**. Toronto: McGraw Hill, 1979.
3. Whiteley, J. M., & Resnikoff, A. **Career Counselling**. Monterey, California: Brooks/Cole, 1978.

It is recommended that you obtain, for your own use, #1 and one of #2 or #3. If possible, try to pair yourself with another student, with one of you obtaining #2 and the other #3. If you are taking this course individually or do not wish to pair yourself with another student, you may wish to obtain both #2 and #3. Since #2 and #3 are reprinted books of readings, you can often obtain these works through their original sources, usually academic journals, although that may be somewhat time consuming. Consult the accompanying publication entitled Bibliography: Vocational Development Theory for an alternate source of many of the readings included in #2 and #3 as well as other works cited throughout each unit.

Background Reading

At the start of each unit, immediately following the basic references, is a listing of background reading. These are important materials, not included in your basic reading material which are necessary for a complete knowledge of the content in the unit. Often, these readings are cited or footnoted to written information included in each unit. It is intended that these readings be made directly available to

Vocational Development Theory

Introduction

you, either through your university reference library, or by special arrangements with your instructor.

Additional Reading

At the conclusion of each unit, additional readings are listed alphabetically. These are works of specific or limited interest which are often useful to embellish an area of interest or to give another perspective on a position put forward in the basic references or background reading. These readings may also be important in the preparation of essays or reports.

How to Approach a Unit

Since successful completion of each unit requires a good deal of reading, some structuring of your reading will probably be of assistance. Each unit has been constructed to help you learn certain content or master specific skills; a broad description of these skills is included at the start of each unit under the heading: **Objectives**. Near the end of each unit, questions which address these objectives are listed under the heading: **Important Questions**.

A sequential method that many students find useful in approaching each unit is:

1. Read the **Objectives** and **Important Questions** for the Unit. In your reading associated with the unit, try to find plausible answers to these questions. Many of the questions have no prescribed right or wrong answers; your focus should be on developing an **informed opinion**.
2. Read the capsule summary of the unit which follows immediately after the listing of Background Reading materials.
3. Read the chapters listed for the Basic References (#1 and #2 and/or #3).
4. Read several of the Background Readings, particularly those which deal with sub-topics of interest to you or which may resolve problems brought up in the Basic References.

Vocational Development Theory Introduction

5. Check the titles listed under **Additional Reading** for those readings which may answer questions not answered by the Basic References or Background Reading.
6. Try to undertake one or more of the activities listed under **Relevant Experiences** near the conclusion of each Unit.

You will find that using the approach outlined above will prepare you adequately for any classroom activities associated with the Unit. If you are taking this course on an in-class basis, your instructor or course facilitator may modify this suggested approach dependent on the scheduling of classroom learning activities.

General Reference Material

There are a number of general reference books and books of readings that you may find useful in taking this course. These books may be necessary in further exploring an area or in attempting to gain another perspective on an area that is causing you some concern. Several of these books contain readings listed under **Basic References** or **Additional Reading** in one or more of the Units in this course.

Borow, H. Career guidance for a new age. Boston: Houghton Mifflin. 1973.

Brief Annotation

A major book of readings sponsored by the National Vocational Guidance Association, many published for the first time, dealing with individual career needs and the demands of the career environment.

Government of Canada. Methods and materials of vocational counselling instructional manual - 2nd. edition. Occupational and Career Analysis and Development Branch, Canada Employment and Immigration Commission, Ottawa, K1A 0J9, 1980.

Brief Annotation

A self-instructional manual for new counsellors. A practical program of career counselling based on self assessment and career search. Utilizes the same trait and factor approach common to the C.C.D.O., and other Canadian Government publications.

Vocational Development Theory
Introduction

Herr, E. L. (Ed.) Vocational guidance and human development.
Boston: Houghton Mifflin 1974.

Brief Annotation

A major work of readings, many appearing for the first time, dealing with vocational guidance and career development.

Hopson, B., & Hayes, J. (Eds.), The theory and practice of vocational guidance. Toronto: The Pergamon Press, 1968.

Brief Annotation

An excellent book of readings, not restricted to the American experience. Many of the "classic" articles are included, as well as some available only in this work.

London, H. H., Principles and techniques of vocational guidance. Columbus, Ohio: Merrill Publishing Company 1973.

Brief Annotation

A textbook, written for the practitioner, containing basic information on the principles and techniques necessary in organizing school-based vocational guidance services.

Osipow, S. H. Theories of career development (2nd Ed.). New York, N.Y. Appleton-Century-Crofts, 1973.

Brief Annotation

A classic summary of many of the theoretical perspectives underlying the field of vocational counselling and career development.

Peters, H., & Hansen, J. C. Vocational guidance and career development: Selected readings (3rd. edition). New York: MacMillan 1977.

Vocational Development Theory

Introduction

Brief Annotation

A comprehensive sourcebook of readings, many of which may be unobtainable from other sources. Strong on most areas except vocational theory.

Roth, R. M., Hershenson, D. B., & Hilliard, T. The psychology of vocational development. Boston: Allyn and Bacon, Inc. 1970.

Brief Annotation

A major compilation of important papers dealing with the theory and research surrounding vocational development. Some papers are available elsewhere in their original form.

Tolbert, E. L. Counseling for career development. Boston: Houghton Mifflin 1974.

Brief Annotation

Although somewhat dated, a particularly comprehensive basic textbook in vocational development. Useful from a practical perspective with a good bibliography.

Williamson, E. G. Vocational counseling: some historical, philosophical, and theoretical perspectives. Toronto: McGraw-Hill, 1965.

Brief Annotation

An excellent introductory textbook in vocational counselling, written by an elder preponent of trait methods. Very sound in the history of vocational counselling and in encouraging a critical analysis of the systems of vocational counselling.

Vocational Development Theory
Unit I - Historical and Theoretical Considerations

UNIT 1- HISTORICAL AND THEORETICAL CONSIDERATIONS

Objectives

After reading the material and completing the individual and classroom activities associated with this unit, you should be able to:

1. Describe the nature of theory in simple terms; extend this description to vocational theory.
2. Outline several critical developments in the field of vocational guidance in the past 100 years.
3. Itemize several things to look for in evaluating the usefulness of a vocational theory.
4. Name some social and environmental conditions existing in Canada which any theory of vocational development must take into account.
5. Discuss several different ways of categorizing vocational selection and development as represented in the readings.

Basic References

1. Herr, E. L., & Cramer, S. H. **Career Guidance Through the Life Span**. Toronto: Little Brown & Co., 1979. Pages 1-48.
2. Weinrach, S. G. **Career Counselling: Theoretical and Practical Approaches**. Toronto: McGraw Hill, 1979. Chapters 1, 2, 4, 5, & 6.
3. Whiteley, J. M., & Resnikoff, A. **Career Counselling**. Monterey, California: Brooks/Cole, 1978. Chapters 1, 2, & 3.

Background Reading

Carkhuff, R. R., Alexik, M., & Anderson, S. Do we have a theory of vocational choice? In R. M. Roth, D. B. Hershenson, D. B., and T. Hilliard (Eds.), *The Psychology of Vocational Development*. Boston: Allyn and Bacon, Inc. 1970.

Vocational Development Theory

Unit I - Historical and Theoretical Considerations

Dolliver, R. H., & Nelson, R. E. Assumptions regarding vocational counseling. *Vocational Guidance Quarterly*, 24, pp. 12-19, 1975.

Katz, M. R. The name and nature of vocational guidance. In H. Borow (Ed.), *Career Guidance for a New Age*. Boston: Houghton Mifflin, 1973.

Menninger, W.C. The meaning of work in western society. In H. Borow (Ed.), *Man in a world at work*. Boston: Houghton Mifflin, 1964.

Miller, C. H. Historical and recent perspectives on work and vocational guidance. In H. Borow (Ed.), *Career Guidance for a New Age*. Boston: Houghton, Mifflin, 1973.

Miller, C. H. Career development theory in perspective. In E. L. Herr (Ed.), *Vocational Guidance and Human Development*. Boston: Houghton Mifflin, 1974.

Morea, P. C. *Guidance, Selection, and Training*. London: Routledge & Kegan Paul, 1972.

Parsons, F. *Choosing a vocation*. Boston: Houghton Mifflin, 1909.

A Historical Perspective

"The field of vocational guidance is so wide, its activities so varied, and its development so recent, that no study can include all the present plans in one comprehensive survey" (Brewer, 1926, pp. 20).

"In its beginnings about two decades ago, the guidance movement was concerned only with vocational guidance" (Proctor, 1925, pp. iv).

Men and women have engaged in vocational activity or work since long before recorded history. It is only recently that work or the selection of work has been a focus for study. The idea of choice of work, indeed the very notion of career itself, is something that has become accepted only in the past hundred years. The scholarly study of work and the notion that work and careers were important areas for the education of the young are even more recent phenomena,

Vocational Development Theory

Unit I - Historical and Theoretical Considerations

gaining prominence only since the turn of the century. Early works in vocational counselling, or guidance as it was often called, (Brewer, 1926; Proctor, 1929; Parsons, 1909) spent a good deal of effort in providing a rationale or legitimacy for vocational counselling. Attempts were made to integrate ideas of vocational guidance with more accepted notions of democracy, moral education, physical education, unemployment, and mainstream education. Focus was more on education than on psychology, an area going through its own growing pains at the time.

Tolbert (1974) discusses the historical development of vocational guidance in terms of the "schism [developed] between guidance, on the one hand, and the industrial world on the other" (p.7), a division existing to the present day. This distinction is further reinforced by Miller (1973). Morea (1972) presents a capsule history of work, providing a particularly important perspective for the development of vocational guidance thought.

The history of vocational guidance or counselling is the history of emerging and fading sub-areas, principles, and priorities. Hansen & Borow (1973) outline a number of deficiencies that they saw with then-present day vocational guidance. Their concerns range from an overemphasis of certain areas such as testing, or preference for selected clientele, to the questionable efficacy of certain vocational counselling practices.

The Nature of Vocational Development Theory

"Nothing is as practical as a good theory" (Various sources; often attributed to John Dewey).

Vocational guidance has always been concerned with theory. Of concern has been the answer to two major questions, "How do young people select careers?" and "How can vocational guidance or counselling improve career selection?" Logically, you might expect that the first question must be answered before the second could be dealt with. However, in an historical perspective, it was this second question which was paramount. Early writings in the field often operated on the unstated assumption that career selection was a highly cognitive process, required a good deal of information in order to improve choices, and was a similar process across age and maturity levels.

Vocational Development Theory

Unit I - Historical and Theoretical Considerations

Current writings in the field tend to either focus on the first question, or attempt to integrate the "how's" of career selection with the "how's" of improving career selection. It is this dual purpose which forms the focus of this course, Vocational Development Theory.

Before attempting to deal with vocational theory, a few words about the nature of theory. What is it and why is it important?

Theory, as it pertains to vocational development, seeks to **explain** the truism that everybody ends up "selecting" some job or career, even if by default. Theory also seeks to **predict** other career-related phenomena, such as work-satisfaction, which, on first glance, may not appear to be related to actual career choice.

It is this explanation and prediction which is at the heart of any good theory. In fact, the usefulness of a theory is evaluated in terms of how well it does these very things. Carkhuff et. al (1970) outline the basic principles of a good theory and evaluate a number of current vocational theories in terms of these principles.

It has often been said that a good theory must assist in predicting the unobservable or partially observable, as well as providing an explanation of the observable. Let us start from the simple fact, already stated, that people "select" jobs or careers. How do they do that? Are there similarities between people? What factors influence career choice or process of choice? What are the effects of modifying influential factors on eventual career choice? We will see that there are a number of different "schools" of thought dealing with each of these questions. Each "school" seeks to explain the observation that nearly everyone ends up in some sort of occupation or occupations and also explain a number of side-issues related to career choice.

The point to keep in mind in studying any theoretical position dealing with vocational guidance or counselling is that a theory represents an abstraction from reality, and as such can only be expected to offer an imperfect representation. Theory seeks general explanations and predictions for events which are often totally understandable only by idiosyncratic explanations. Each person is unique,

Vocational Development Theory

Unit I - Historical and Theoretical Considerations

has a unique history of experience and is operating in a unique environment. No theory developed for global explanation, no matter how comprehensive it appears to be, can ever hope to explain that uniqueness perfectly.

As suggested by Tolbert (1974), vocational development theories are only partially research based and are still tentative. Theory, however, is often better suited to the explanation of behavior than a totally atheoretical or idiosyncratic perspective. Whenever comparisons must be made between individuals, whenever general predictions must be made on the basis of incomplete information, or whenever the reliability of explanation or prediction must be monitored, a theoretical perspective is often useful. In applying theory, care must be taken not to force the situation to fit the theory but rather to see the contribution of the theory to an understanding of the situation at hand. It is the situation or phenomena that exists - in this case, people working or engaging in career activity. Theory seeks only to explain and elaborate on that phenomena - with lesser or greater success.

A Classification of Career Development Theories

"Classifying theories according to their similarities helps to understand and utilize them, but should not lead to the conclusion that one must adopt one or the other" (Tolbert, 1974, pp. 29).

There have been many attempts to classify the proliferation of vocational development theories (Tolbert, 1974; Miller, 1974; Roth, Hershenson, & Hilliard, 1970). Each classification seeks to categorize various theories according to their similarity on dimensions deemed important by the author. Sometimes, as with Miller (1974), these dimensions are not spelled out, leaving the reader with the impression that the categorization used is the only one correct or possible.

Like the theories categorized, any classification of theories does its job imperfectly, "rounding off the edges" of the fine distinctions between largely similar perspectives in the interests of parsimony and conciseness. This student manual is no exception to this generalization. Theories have been "lumped together" on a largely utilitarian basis, with the

Vocational Development Theory

Unit I - Historical and Theoretical Considerations

resultant weakness that, within similar "families" or groupings of theory, similarities rather than differences are emphasized.

There are three specific categories of vocational development theory used in this student manual, Trait or Factor Based Theory, Developmentally Based Theory, and Social and Learning Based Theory, as well as one general "catch-all" category, Other Theories. In terms of other systems of categorization referred to in your readings, I have been parsimonious in the extreme in my use of only three major categories. However, I think you will find the distinction useful, particularly since I suspect you may be inclined, on the basis of your reading of certain references in this unit, to doubt the validity of all categorization schemes or doubt the utility of categorization all together!

Trait or Factor Based Theory refers to those families of vocational thought that focus on characteristics in the individual and/or the environment that are critical to career choice and success. These are dealt with in Unit II.

Developmentally Based Theory refers to those families of vocational thought which focus on the process of vocational selection and/or typical vocational behaviors at varying stages of maturity. These are dealt with in Unit III.

Social and Learning Based Theory refers to those families of theories which seek to explain vocational behavior in terms of an individual's past experience or expected future. Included are more traditional behavioral or learning based theories as well as psychodynamic or psychoanalytic approaches. These are dealt with in Unit IV.

Other Theories refers to a variety of different perspectives which do not readily fit with the three approaches described, even with a good deal of "edge rounding". This area would also include some positions which are not complete vocational theories, eg., client centered approaches. These are dealt with in Unit V.

Important Questions

1. How did you make the career choices you have made?

Vocational Development Theory

Unit I - Historical and Theoretical Considerations

2. What have you learned about the nature of theory from your other coursework? How can this be applied to vocational development theory?
3. What do you know about "families" of theory from other branches of counselling, most notably personal counselling theory?
4. What use is a theoretical perspective in assisting the practicing vocational counsellor?
5. Is an awareness of vocational theory important to individual vocational choice?
6. What are some underlying Canadian cultural and social values associated with work and career choice?
7. What would you look for to "test" or evaluate any theory of vocational choice?
8. To what extent is any theory of vocational choice or development dependent on the economics and demographic structure of a nation?
9. What differences ought to be expected between the sexes, various minority groups, and socioeconomic strata regarding vocational development and choice? Why might this be so?

Relevant Experiences

1. Interview several people, representing a cross-section of ages and careers, as to their method of career choice. What factors explain their career behavior? Are there similarities in these factors dependent on the ages of your interviewees? To what extent does a particular period of history dictate a theory of career choice?
2. Briefly summarize your own "theory" of career choice. Save your notes so you can compare this theory to one you might put forward at the end of this course.

Vocational Development Theory

Unit I - Historical and Theoretical Considerations

3. What are some unstated methods or "theories" of career choice put forward in "pop" society, in undertakings such as television "soaps", talk shows with interviews of famous persons, comic books, movies, biographies, etc. What influence might exposure to these "theories" have on a student's career selection?
4. Talk to people who seem to be unhappy with their career choice. How have these choices been made?
5. Read several of the interviews and descriptions contained in Studs Terkel's (1975) book, *Working*.

Additional Reading

Bolles, R.N. What color is your parachute? Berkeley: Ten Speed Press, 1972.

Brewer, J. M. The Vocational-Guidance Movement. New York: MacMillan, 1926.

Caplow, T. The sociology of work. Minneapolis: University of Minnesota Press, 1954.

Hansen L. S., & Borow, H. Toward effective practice: Emerging models and programs. In H. Borow (Ed), Career Guidance for a New Age. Boston: Houghton Mifflin, 1973.

Jeanneret, P.R. & McCormick, E.J. The dimensions of human work. Personnel Psychology, 1972.

Levine, A. Educational and occupational choice: A synthesis of literature from sociology and psychology. Journal of Consumer Research, 2, pp. 276-289, 1976.

Neff, W. S. The world of work. In E. L. Herr (Ed.), Vocational Guidance and Human Development. Boston: Houghton Mifflin, 1974.

Proctor, W. M. Educational and Vocational Guidance. New York: Houghton Mifflin, 1925.

Renwick, P.A., & Lawler, E.E. What you really want from your job. Psychology Today, 11, pp. 53-65; 118, 1978.

Vocational Development Theory

Unit I - Historical and Theoretical Considerations

Rothstein, W. G. The significance of occupations in work careers: An empirical and theoretical review. *Journal of Vocational Behavior*, 17, pp. 328-343, 1980.

Salomone, P. R., & Palmer, C. L. Career as pattern and process. *Vocational Guidance Quarterly*, 26, 4, pp. 291-298, 1978.

Sinick, D. Can vocational counselors change society. In S. Weinrach (Ed.), *Career Counseling*. Toronto: McGraw Hill, 1979.

Thompson, A.S. A rationale for vocational guidance. *Personnel and Guidance Journal*, 32, pp. 533-535, 1954.

Terkel, S. *Working*. New York: Avon Books, 1975

Tolbert, E. L. *Counseling for career development*. Boston: Houghton Mifflin, 1974.

Warnath, C.F. Review of making vocational choices: A theory of careers. *Personnel and Guidance Journal*, 52, pp. 337-338, 1974.

Warnath, C. F. Vocational theories: Direction to Nowhere. *Personnel & Guidance Journal*, 53, 6, pp. 422-428, 1975.

Yankelovich, D. The new psychological contracts at work. *Psychology Today*, 11, pp. 46-50, 1978.

Vocational Development Theory
Unit II - Trait and Factor Based Theory

UNIT II - TRAIT AND FACTOR BASED THEORY

Objectives

After reading the material and completing the individual and classroom activities associated with this unit, you should be able to:

1. Describe the basic principles of trait and factor vocational theory.
2. Outline the various traits or factors deemed important by various proponents of this approach.
3. Trace the development of trait and factor vocational theory from its origins in the early twentieth century to present day practice.
4. Demonstrate the relationship between the rise of trait and factor vocational psychology and the emergence of the North American psychological testing movement.
5. Describe and discuss the methodology of using the trait and factor method in vocational counselling.
6. Discuss the "criterion problem" in the validation of trait and factor approaches.
7. Demonstrate the relationship of Holland's approach to the mainstream of trait and factor vocational theory.
8. Outline and analyze several criticisms of trait and factor vocational theory.

Basic References

1. Herr, E. L., & Cramer, S. H. **Career Guidance Through the Life Span**. Toronto: Little Brown & Co., 1979. Pages 70-76; 87-91; 329-351.
2. Weinrach, S. G. **Career Counselling: Theoretical and Practical Approaches**. Toronto: McGraw Hill, 1979. Chapters 8, 11, 12, 13 and with a lower priority Chapters 9, 10, 14, 23.

Vocational Development Theory
Unit II - Trait and Factor Based Theory

3. Whiteley, J. M., & Resnikoff, A. **Career Counselling.** Monterey, California: Brooks/Cole, 1978. Chapter 7.

Background References

Dawis, R. V., & Lofquist, L. H. Personality style and the process of work adjustment. *Journal of Counseling Psychology*, 23, 1, pp. 55-59, 1976.

Holland, J. L. A theory of vocational choice. In B. Hopson & J. Hayes (Eds.), *The Theory and Practice of Vocational Guidance.* Toronto: The Pergamon Press, 1968.

Holland, J.L. Making vocational choices: A theory of careers. Englewood Cliffs, New Jersey: Prentice Hall, 1973.

Hopson, B. Key concepts in the use of psychological tests in vocational guidance. In B. Hopson & J. Hayes (Eds.), *The Theory and Practice of Vocational Guidance.* Toronto: The Pergamon Press, 1968.

Parsons, F. Choosing a vocation. Boston: Houghton Mifflin, 1909.

Prediger, D. J. The role of assessment in career guidance. In E. L. Herr (Ed.), *Vocational Guidance and Human Development.* Boston: Houghton Mifflin, 1974.

Roe, A. Early determinants of vocational choice. In B. Hopson & J. Hayes (Eds.), *The Theory and Practice of Vocational Guidance.* Toronto: The Pergamon Press, 1968.

Williamson, E. G. Vocational counseling: Trait-factor theory. In B. Stefflre (Ed.), *Theories of counseling.* New York: McGraw-Hill, pp. 193-214, 1965a.

Williamson, E. G. Vocational Counseling: Some Historical, Philosophical, and Theoretical Perspectives. Toronto: McGraw-Hill, 1965b. Part Two.

Williamson, E.G. Trait-factor theory and individual differences. In B. Stefflre & W. H. Grant (Eds.), *Theories of counseling* (2nd ed.), New York: McGraw-Hill, pp. 136-176, 1972.

Vocational Development Theory
Unit II - Trait and Factor Based Theory

Capsule Summary

"The foundation of modern concepts of counseling rests upon the assumption of the unique individuality of each child and also upon the identification of that uniqueness through objective measurement as compared with techniques of subjective estimation and appraisal (Williamson, 1965b, pp. 56)"

Parsons (1909), who is often credited with being the father of the vocational guidance movement (Weinrach, 1979), was an early proponent of the trait and factor method of vocational counselling - even though the label did not appear until much later.

At its simplest level, trait and factor approaches are concerned with the comparison or matching of individual characteristics or traits with those required or desired for any given occupation or cluster of occupations. Parsons (1909), in his early work, talks of the necessity of understanding of self, knowledge of the requirements of work, and "true reasoning" to merge these two areas. This philosophy formed the basis of much of the early work in this area, lasting to the present day.

Trait and factor approaches require measurement, both of individual characteristics and environmental considerations, as well as some method to compare these two areas. Individual characteristics to be measured include aptitudes, personality variables, needs, interests, intelligence - anything that could be an influential factor in career success. Environmental considerations can range from "standardized work units" (Williamson, 1964) to productivity or work satisfaction measures - anything that is measureable in the work place. The most common method for comparing results from these two areas is actuarial or statistical, predominantly regression or discriminant techniques. This has the effect of emphasizing those traits which have a high relationship or correlation with the environmental considerations, regardless of the causality of such relationships.

Much of the pioneering work with the trait and factor method occurred in the early part of the twentieth century. The American military was an early user of the method in

Vocational Development Theory
Unit II - Trait and Factor Based Theory

selecting and assigning enlisted personnel during World War I. In fact, many early publications in the field were based on studies of ability and performance in organizations such as the military or multi-national corporations where a large pool of subjects was available for sophisticated statistical analyses.

The development of the testing industry was probably the biggest single side-effect of the dominance of the trait and factor method in the early twentieth century. Better tests, it was reasoned, would help in making firm the relationship between the individual and the work environment. Guidance, it was reasoned, involved enlightening the individual as to his/her personal "objectively measured characteristics" and how these might "fit" into a particular career. Career choice was a highly cognitive process, not to be left to the vagueries of "subjective" wishes or desires. Induction and "advice" were the hallmarks of the enlightened vocational counsellor (Parsons, 1909) predicated on a belief in man as a rational being (Williamson, 1950).

What has differentiated the various proponents of the trait and factor method has been the emphasis given to various personal characteristics. Early writings emphasized intellectual factors and aptitudes, giving birth to psychometric instruments such as the General Aptitude Test Battery, used in both the United States and Canada. Other writers focused on personality variables (Holland, 1959), values (Lofquist & Dawis, 1978), needs (Cautela, 1959) or a variety of personal characteristics (Scissons, 1979), each with an accompanying array of measurement techniques and instruments. Very often, the same characteristics are described by different authors using different terms, giving rise to a false assumption of theoretical independence. More importantly, many theoretical propositions do not purport to be all encompassing, concerning themselves more appropriately with a selected aspect of the vocational process such as work adjustment (Dawis et al, 1968), satisfaction (Barton & Cattell, 1972), or change through experience (Scissons, 1979).

The Canadian Classification and Dictionary of Occupations (CCDO) and the Dictionary of Occupational Titles (DOT) reflect important Canadian and American efforts to relate a wide variety of individual traits to characteristics of those

Vocational Development Theory

Unit II - Trait and Factor Based Theory

employed in particular jobs. In each case, a counsellor is able to compare individual functioning with **typical** and **critical** levels of performance and preference associated with many specific jobs and clusters of occupations.

Parsons (1909) outlines a method for the implementation of the trait and factor approach. Summarized, his approach progresses from a gathering of personal data and self-analysis information, discussion of the counselees own choices and decisions with accompanying counsellor analysis, assessment of the vocational field, and counsellor advice in choice of vocational future - all based on his approach of examining the individual, work and the relationship between the two. This method forms much of the basis of present-day use of trait and factor approaches (Williamson, 1965), a point emphasized by protagonists of the approach.

The trait and factor approach has not been without its opponents. In the main, criticisms with the approach have focused on the static nature of measurement in terms of the dynamics of career development (Super, 1942), errors in all phases of the testing operation (Hopson, 1968), the dubious validity of many of the currently available tests (Hopson, 1968), criterion problems in relating test results to career success (Herr & Cramer, 1979), and the overly simplistic approach utilized by some practitioners. As well, a basic premise of the trait and factor method, ie., the demonstrated relationship between present counsellee state and job characteristics, implies that characteristics are important or critical simply because they are related. The approach, it has been argued, is appealing on a rational level but has little demonstratable efficacy.

In terms of the total variance associated with career success, conventional trait and factor approaches offer a mediocre explanation at best. Crites (1969) questions an approach which relies on the relationship between personal characteristics and career success. He indicates that, even if the relationship between the two is strong, there may be little relationship between career success and other personal factors such as work satisfaction. Counselees may be very good at that which they do not have an interest in or enjoy!

The inherent logic and seeming reasonableness of trait and factor approaches may be its greatest weakness as well as a

Vocational Development Theory

Unit II - Trait and Factor Based Theory

decided strength. The method seems too simple, too lock-step. It is true that the method does not take into account the reasons for the development of particular characteristics, or the method of such development. But is also true that a knowledge of the reasons or process may not necessarily be helpful in facilitating career choice.

There has been some argument as to whether trait and factor approaches even constitute a theoretical approach (Carkhuff et al, 1970), being more properly thought of as a collection of techniques appropriate for use within the framework of other, more "theoretical" propositions. Prediger (1974) presents a cogent argument for the importance of trait and factor approaches but is less convincing in relating the approach to theory. Every vocational approach, he argues, takes into account considerations of counselee attributes or abilities. Perhaps the theory, if it is indeed a theory, is less advanced than its practice.

Holland's Trait Approach

A specific aspect of general trait factor theory is that put forward by Holland (1968). This approach has been so popular and has spawned so much writing over the past two decades that there has been a tendency to discuss it in isolation from its parent area of general trait and factor theory.

Holland (1968) uses a six factor personality-type system to categorize both individuals and work environments (Weinrach, 1979). In point of fact, only individuals are appraised since work environments are categorized by the preponderance of individuals occupying those environments. Although Holland's earlier works argued, tacitly at least, for one of six types of personality styles, later works (Holland & Gottfredson, 1978) allow for more blending of personality and environmental types around a dominant orientation.

As noted, Holland's propositions have been the subject of a good deal of research, much of it from Holland himself or his associates. Two instruments, The Vocational Preference Inventory and The Self-Directed Search have been developed as a result of this theory and are widely used for vocational assessment.

Vocational Development Theory

Unit II - Trait and Factor Based Theory

Much of the criticism leveled at trait and factor vocational theories can be applied to Holland's (1968) proposition. An important additional criticism is that, since environments are defined by those who occupy them (Weinrach, 1979), there is an underlying assumption that "birds of a feather flock together" or at the very least that the "birds" will be happier and more successful if they do so! Since the theory focuses only on one area of personal characteristics, personality, the percentage of explained variance associated with career success is reduced.

The Application of Trait & Factor Theory

"Skilled trait-and-factor counselors attempt to help their clients assess their strengths and weaknesses and interests and values in relation to the characteristics and skills required for employment in various occupations. This assistance is offered in one or more interviews in which test results are reviewed and interpreted and rational decisions are attempted" (Weinrach, 1979, pp. 68).

It is doubtful if any practicing vocational counsellor can ignore trait and factor theory. Nor should he/she want to. The diagnosis aspect of trait and factor theory forms a basic tenet of most vocational theories, even though there is considerable variability in what is being assessed or how the assessment is carried out. All theories, as we shall see, rely on the assessment of one or another counselee characteristic or state-of-being.

It seems that the whole aspect of formalized testing or assessment has been given too much emphasis in descriptions of trait and factor approaches. Formalized testing is only one method to assess a characteristic and may not be the best method for all characteristics or circumstances (Scissons, 1978). The interview is still the most common diagnostic tool in vocational assessment (Clower's & Fraser, 1977), independent of counsellor theoretical orientation.

All uses of the trait and factor method are based, to lesser or greater extents, on Parsons (1909) original treatise; the individual and environment are still analyzed and some reasoned relationship is still developed between the two "measurements". What has changed, is the accuracy and ease with which such measurements and "reasoned judgements" can be

Vocational Development Theory

Unit II - Trait and Factor Based Theory

made. In a typical procedure, a counsellee completes a battery of standardized psychological assessment instruments as well as some self-assessment schedules covering a variety of personal characteristics and preferences. Once obtained, these results are norm referenced to a comparable group, eg., grade twelve students, and then compared to measured characteristics of a variety of occupational groupings; very often this stage is facilitated by reference to a computerized data file. The counsellee is presented with a variety of occupational clusters for consideration and discussion with the counsellor.

Good counsellors use a trait and factor approach judiciously, keeping in mind such problems as measurement error, the instability of personal ratings, unexplained phenomena, and the like. The biggest advantage for the counsellee may be that the approach often provides the framework around which a serious discussion of self can take place. The good counsellor will realize the often tenuous nature of early occupational preferences (the author wished to be an ashman but the position was phased out!) and govern assessment accordingly. Good trait and factor vocational counselling, like good prescriptive medicine, is seldom as simple or clear-cut as it seems!

Important Questions

1. What are the implications for counsellors of adhering to a belief in the efficacy of trait and factor methods?
2. What different approaches might be taken by a counsellor using a needs based vs. a personality based trait and factor perspective?
3. Given the imperfect relationship between personal traits and eventual career performance, how can a counsellor assess the utility of undertaking extensive counsellee assessment?
4. Must a trait and factor approach encompass the use of standardized psychological assessment?
5. What is the place of self-assessment in a trait and factor approach?

Vocational Development Theory
Unit II - Trait and Factor Based Theory

6. What are the effects of using trait appraisal instruments which are low in validity in attempting to provide evidence for the usefulness of a trait and factor theoretical perspective?
7. How do various trait and factor approaches "measure up" in terms of the attributes of a good theory?
8. How do you respond to the accusation that trait and factor approaches are doomed to failure because they attempt to relate a static measurement to the ongoing process of career development?
9. What would a marriage between a trait and factor theorist and a computer look like? Would the "match" be a happy one?
10. In most trait and factor validity studies an individual is compared to a person already functioning in a position rather than to the same person before he/she entered the position. What are some possible problems with this approach?
11. How might a counsellor apply trait and factor methods differently dependent on the age or maturity of the counsellee?
12. What personal traits or factors have been most influential in your own career selection?

Relevant Experiences

1. Complete the Vocational Preference Inventory or The Self Directed Search. Score your own profile and use the Canadian Government publication, Holland Codes for C.C.D.O., to compare your own characteristics to those of a variety of occupations.
2. Look up your own career choices in the Canadian Classification and Dictionary of Occupations: Volumes I & II. How does your self-estimate of personal characteristics fit with those indicated for your choices?

Vocational Development Theory
Unit II - Trait and Factor Based Theory

3. Complete and interpret the Canadian Government publication, the Occupational Exploration Questionnaire.
4. Arrange to go through the Canadian Government program, CHOICES (Government of Canada, 1979).
5. Review your own academic background, in much the same manner as a vocational counsellor might, to pick out traits or factors of personal strength or weakness. If you were giving dispassionate "advice" on the basis of your record, what might you say?
6. Evaluate your own work environment in terms of Holland's typology. Do you fit the pattern of individuals employed in your situation? What are the effects of deviance from, or conformity to, the norm?

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Unit II - Trait and Factor Based Theory

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Unit II - Trait and Factor Based Theory

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Vocational Development Theory
Unit III - Developmental Vocational Theory

UNIT III - DEVELOPMENTAL VOCATIONAL THEORY

Objectives

After reading the material and completing the individual and classroom activities associated with this unit, you should be able to:

1. Identify several different principles which form the basis of developmental vocational theory.
2. Compare approaches to developmental vocational stages taken by a number of important writers in the area.
3. Relate the development of vocational decision-making processes to stages of vocational development.
4. Discuss the relationship of vocational development programs to mainstream education.
5. Evaluate several criticisms of a developmental perspective as well as possible approaches to deal with such criticisms.

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Unit III - Developmental Vocational Theory

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Capsule Summary

Developmental vocational theory has often been presented as the antithesis of trait and factor approaches just studied. Like most oversimplifications, this observation hides as much as it reveals. The two approaches are different but they share a common history - and are directed towards the same ends. It is the process of reaching those ends which differentiates the two approaches.

"...occupational choice is a lifelong process of decision-making in which the individual seeks to find the optimal fit between his career preparation and goals and the realities of the world of work" (Ginzberg, 1979, pp. 130).

The idea that an individual will exhibit different career oriented behaviors dependent on age or level of maturity is not new and does have a great deal of "face validity". As youngsters, many of you will have verbalized strong wishes to "want to be" a cowboy/girl, policeman/woman, astronaut, doctor, teacher, etc., "when I grow up". These "choices" are usually of high visibility, action-oriented jobs likely to impress the very young and are not usually related to eventual career choice. As maturity progresses, as an individual's experience broadens, career choice becomes less related to daydreaming, usually culminating in a relatively stable pattern of occupational pursuit.

Several theories have been put forward which deal with these changes in career related behaviors from early childhood to adulthood, several even encompassing late adulthood and retirement. Each theory attempts to describe this behavior in terms of typical age or maturity related stages of

Vocational Development Theory
Unit III - Developmental Vocational Theory

occupational behavior and/or the development of mature vocational decision-making skills. Although various theories differ in terms of the number of stages used for description, how a lifetime is divided into such stages (ie., the cutting points that separate one stage from another), or the label attached to any particular stage, all share a common orientation.

This orientation, often unstated by some developmental "theorists" (to whom it could still be applied), is summarized by Ginzberg (1970) "occupational choice is a process; the process is largely irreversible [since modified (Ginzberg, 1979)]; compromise is an essential aspect of every choice" (p. 97). What differentiates developmental vocational writers is their description of the process and the nature of the compromise, not their belief in the reality of a process. Unlike trait and factor theories which emphasize selection and choice, developmental theories emphasize the process of selection and choice attempting to link this process to maturational benchmarks. The job of the counsellor in relation to this perspective is one of helper, seeking to influence career development and maturity in generally positive ways.

Early proponents of the developmental approach were a multidisciplinary team, Ginzberg, Ginsburg, Axlerad, & Herma (1952), who, on reviewing the then-present state-of-the-art in vocational counselling, found only an impoverished explanation for what they considered to be important issues. They offered a theory based on categories of occupational choice, ranging from "fantasy" choices indicative of the pre-teenager, through the "tentative" choices of the early and mid-teenager, to the "realistic" choices of the young adult. They, like many developmental theorists that followed them, did not pay particular attention to the eventual "goodness of fit" of any particular job selected by a counsellee, concerning themselves more directly to the nature of any eventual decision.

Also in the early 1950's, Donald Super addressed the stage problem in vocational development, believing, as did others, that trait and factor approaches ignored the process of development by concentrating on the product of occupational choice. His stage structure is more refined, uses a greater number of categories and sub-categories, and unlike the

Vocational Development Theory
Unit III - Developmental Vocational Theory

Ginzberg et al (1952) approach, has spawned a good deal of research since first being presented (Super, 1979).

Within the overriding framework of the stage concept and the role that decision making played in the process of vocational development, various proponents have focused on a variety of distinct aspects. For Super (1979, 1980), a major aspect has been the development of the individual self-concept, reasoned on the belief that individuals seek careers and career changes in line with their beliefs about themselves.

David Tiedeman, in association with several associates (Tiedeman & O'Hara, 1963), is one of a number of individuals who, although agreeing with basic tenets of Super's (1979) approach, focus more on the aspect of decision making within stages. For him and his associates it is the development of vocational decision making processes which assumes importance, rather than vocational development, per se. Specialized aspects of vocational development have also been addressed by a variety of other writers. Kniefelkamp & Slepitz (1978) and Bodden (1970) focus on the development of cognitive complexity or thinking processes in children. Blau et al (1968), while not purporting to develop a theory, deal with economic, psychological, and sociological aspects of vocational development. Bordin et al (1970) focus on development of gratification seeking behavior, whereas Crites (1972, 1974) focuses more on the measurement of vocational decision making behavior, or, as he refers to it, maturity. Most of the writers cited in reference sections of this Unit seek to formulate an analysis or explain an already existing analysis of the process of vocational decision making. In most cases, attempts are made to relate this to expected levels of maturity, and, in some cases, to focus on appropriate counsellor interventions for various stages of development.

The differences between the various approaches of the vocational development theorists referenced in this Unit may have little significance to the practicing vocational counsellor. All share the common orientation of vocational development within the context of physiological maturation, differing only on the importance of various elements in that developmental process.

Vocational Development Theory
Unit III - Developmental Vocational Theory

The Application of Vocational Development Theory

For the practicing vocational counsellor adhering to the developmental perspective, the tasks are straightforward (Crites, 1979). They include some form of **diagnosis**, not of abilities, interests, per se, but rather of variables which might be indicative of where an individual could be placed within a particular developmental perspective. Rather than assessing personal traits, quality of decision making and self-concept would be assessed, followed-up by some form of **intervention** based on this analysis. For the individual who is functioning within the typical developmental "stage" indicative of his/her age, this intervention is primarily educational, seeking to assist the individual through a process which is largely self-directed. This type of intervention is often offered in groups and usually contains an occupational information or decision making component (Crites, 1973). For the individual grossly at variance with typical developmental expectations, this intervention may take the form of an individual remedial program tailored to deal with a specific deficit. In the later developmental stages, trait and factor assessment techniques are frequently used to assist the individual to better make an informed career decision.

Like the trait and factor approach, the developmental school is not above criticism. Part of this criticism has to do with the validity of the developmental stages themselves - each theorist seems compelled to offer his/her own, the lack of clear-cut boundaries between stages, and one complaint that could be offered of any theory, that the use of the principles result only in questionable success in influencing the quality of vocational decisions.

Important Questions

1. What variables would be important to look at in deciding a counsellee's stage of vocational development?
2. How can decision making abilities be appraised?
3. What are the implications for individual vocational counselling and group vocational counselling of a belief in a developmental perspective?

Vocational Development Theory
Unit III - Developmental Vocational Theory

4. Can the vocational development process be accelerated? Under what circumstances might this be attempted?
5. What are some ways that one could evaluate the validity of the "stage" premise?
6. Can the "stage" premise account for the great variety of vocational behavior evident within early adulthood?
7. Much of the background work with vocational development is predicated on a largely male sample. Would these findings also apply to females?
8. Is there a danger that early phases of vocational development will be discounted in focusing more on later stages? (He's just going through a stage!!)
9. At what point does the counsellor encourage choice rather than exploration? How is this done?
10. What are possible effects of educational systems which require students to make career-significant educational decisions (eg., selections of important courses) before they are ready to do so?
11. If self-concept is important, what approaches could be taken to ensure that students have a positive and realistic view of themselves?
12. Address the argument that a developmental perspective is too slow and delays students from doing what they really want to do - choose a vocation.
13. How does a vocational developmental perspective explain the young or mid adult who has made no committed career choice but who functions in a job solely of necessity?
14. What is the validity of the premise that people have an inner-directed need to work versus the opposite position that people work due to external necessity?
15. Is it possible that individuals may "skip" certain critical vocational development stages? What might be the implications of such an event?

Vocational Development Theory
Unit III - Developmental Vocational Theory

16. What stage are you at in terms of your vocational development and vocational decision making skills? Can you identify other stages through which you have "passed"?

Relevant Experiences

1. Complete one of the career maturity measures cited on pages 344-345 of your main text (Herr, 1979). Discuss your profile with other students or your instructor.
2. Interview several elderly people. Try to find out what occupational choices and decisions they made at various maturational points.
3. Interview several young children. Ask them what they want to be when they grow up; investigate the reasons for their choices.
4. Talk to several teachers to ascertain the level of decision making skill typical of students at various maturity levels.
5. Design a simulation activity dealing with decision making and decision outcomes for use by students of various age levels.

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Vocational Development Theory
Unit IV - Social and Learning Based Theory

UNIT IV - SOCIAL AND LEARNING BASED THEORY

Objectives

After reading the material and completing the individual and classroom activities associated with this unit, you should be able to:

1. Relate psychoanalytic vocational perspectives to the mainstream of psychoanalytic thought.
2. Describe several psychoanalytic concepts such as pleasure, pain, anxiety, sublimation, etc., in terms of their vocational implications.
3. Outline the development of vocational behavior within a psychoanalytic perspective.
4. Discuss the key points of a social learning vocational development approach.
5. Describe a vocational counselling assessment interview in behavioral or social learning terms.
6. Relate the development of vocational behaviors in students to their experience in and out of school.
7. Formulate several concrete approaches that a vocational counsellor might use to influence student's "task approach skills".
8. Rationalize the use of individual versus group counselling procedures in a social learning vocational perspective.

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Unit IV - Social and Learning Based Theory

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Vocational Development Theory
Unit IV - Social and Learning Based Theory

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Capsule Summary

There have been a number of approaches to vocational selection or choice which are based largely on an individuals' experiential history. Broadly speaking, these approaches can be broken down into two schools, psychoanalytic and social learning based.

Psychoanalytic Approaches

"The pleasure principle drives an individual to behave in a manner that is immediately gratifying, forgetful of the future consequences of his actions, while the reality principle focuses attention on eventual and long-term gratifications at the expense of immediate ones. In choosing a vocation, presumably an individual is able to compromise between the two principles (Osipow, 1968, pp. 90-91)".

The influence of Freudian thinking on vocational development theory has been significant but, unlike its impact on clinical psychology, it has never been looked on as a major school of thought. Brill (1949) was a pioneer in the application of psychoanalytic approaches to career choice. Guided by a classical interpretation of pleasure and reality principles, he attempted to explain choice in terms of a variety of psychoanalytic constructs such as guilt and exhibitionism. Career choice, it was argued, was often affected by an unconscious sublimation of socially unacceptable predispositions. A plumber, for example, might have selected the trade because of early unresolved anxiety surrounding bowel function. Career counselling was thought to be of little value; anxiety surrounding career choice could only be effectively resolved via more traditional, life-oriented psychoanalysis.

Support for the principles of Brill (1949) and other lesser known vocationally oriented psychoanalysts was primarily based on case study examination. However a framework more recently described by Bordin et al (1970) has spawned a number of studies more definitive than typical case study methods.

Vocational Development Theory

Unit IV - Social and Learning Based Theory

The Bordin et al (1970) scheme was concerned with the link between early development of coping mechanisms such as substitution and the later development of complex decision making or coping behaviors. They attempted to develop a model which dealt with early instinctual gratifications and the relationship, via unconscious processes, to eventual career choice and development. Careers were categorized according to their satisfaction of pre-existing states of dissonance which stemmed from early childhood experience.

The fundamental principle of psychoanalytic approaches, that early childhood experiences exert a powerful moderating influence on career choice and satisfaction, is compelling but difficult to utilize in a practical manner. For those who are oriented towards Freudian theory, the major use of the Bordin et al (1970) schema is in providing a framework for the counsellor to use in identifying counsellee modes of gratification seeking and in assisting to identify those occupations which satisfy such needs. In psychoanalytic terms the counsellor seeks to orient the counsellee towards the reality principle. Further assistance than that can only be effected through the laborious rigor of conventional psychoanalysis.

Social and Learning Based Approaches

"If counseling is construed and performed as a learning activity, then the counselor is to be seen as a teacher who leads the client toward the acquisition and exercise of more productive decision-making skills (Krumboltz & Baker, 1973, p. 236)".

Another system of explaining and dealing with vocational choice is a social learning or behavioral approach. Like psychoanalytic approaches, this approach seeks to explain the influence of an individual's history and present environment on career choice. Unlike the psychoanalytic school however, such knowledge is then used in the design of interventions which seek to change or moderate the effects of this early experience.

Social learning or behavioral vocational development approaches developed as a logical extension of traditional behavioral or learning theory. Such theory sought to explain behavior in terms of its consequences as moderated by

Vocational Development Theory
Unit IV - Social and Learning Based Theory

variables such as genetic endowment, constraints of the situation or environment, past history of learning and task approach skills (Krumboltz et al, 1978). In short, such an approach sought to identify those factors which exerted a demonstrated influence on career decisions or decision making. Like their clinical colleagues, social learning vocational psychologists were concerned with the explanation, prediction, and control of behavior; in this case, vocational behavior (Miller, 1968).

There is a definite tie-in between social learning theory and both trait-factor and developmental approaches. From trait-factor approaches comes a better appreciation of both genetic endowment (heredity) and past history (learning) although in most cases, assessment methods do not differentiate between the two in measuring their product. Many trait-factor assessment strategies purport to measure higher-order constructs rather than behavior, although such constructs are usually inferred from an analysis of behavior.

From developmental approaches comes an appreciation of the patterns of learning, since even dyed-in-the-wool behaviorists would seldom disagree that there are predictable patterns which are more-or-less true across individuals. Of particular note in comparing social and developmental approaches is the "concession" on the part of some learning theorists in recognizing the role of "task approach skills (Krumboltz et al, 1978, pp. 109)". These skills are described in terms of predisposed ways of coping with the environment (work habits, values, problem orienting, etc.). Such concepts have long been recognized by others, particularly theorists of the "cognitive" school, but were, until lately, unacceptable to many behaviorists.

Concepts of "task approach skills", as well as an understanding of past history, are most interesting to the social learning oriented vocational counsellor. In these areas the clinical assessment skills of the counsellor come into focus, in understanding the subtle nuances of difference between individuals and possible effects of these differences in career decision making and satisfaction.

The job of the counsellor operating from a social learning perspective is two-fold. Firstly, it is to seek an understanding of a counsellee's genetic endowment (heredity),

Vocational Development Theory
Unit IV - Social and Learning Based Theory

situational variables (environment), and past history (learning). Such information enables the counsellor to maximize the likelihood of accurate prediction of counsellee vocational behavior and, further, enables the counsellor to assist the counsellee in understanding the effects of these variables in his/her vocational development.

Secondly, the job is one of seeking to influence the development of "task approach skills". This may take many forms, most notably, teaching or instructional approaches. Since these task approach skills are learned, and since such learning occurs as a result of the consequences of past behavior, it follows that productive task approach skills must be taught, ie., they must be learned, in situations where the individual can experience success in the use of such skills. That is not to say that career selection must be taught directly since there is nothing to suggest that career decisions are approached in ways different from other types of decisions. Rather, these are generalized abilities, generalized task approach skills, which could be learned in non-vocational situations.

In more simplistic terms, the job of the counsellor is one of assisting the counsellee to select rewarding activities, ultimately, a rewarding career. By the use of the instructional model, ie., a model which ensures that an individual learn something, counsellors focus on that aspect of the career selection paradigm that they do have a chance of influencing. Genetic factors are fixed, situational variables are largely out of the counsellor's control, past experience is past; little is left to "manipulate" except such task approach skills.

The counsellor who chooses not to adopt a social learning perspective cannot totally escape the insights of this perspective; the vocational counselling process itself has been described in behavioral terms (Woody, 1979). The interchange between counsellor and client has been regarded as a form of selective verbal reinforcement, even in supposedly nondirective client centered approaches. Vocational counselling itself has been viewed as a form of desensitization, involving a "progressive revelation" of more anxiety provoking material. The efficacy of behavioral approaches and that of specific behavioral techniques (eg. verbal reinforcement) has also been demonstrated (Woody, 1979).

Vocational Development Theory
Unit IV - Social and Learning Based Theory

Important Questions

1. Is it possible to maintain a psychoanalytic perspective of career development without adopting the complete psychoanalytic approach?
2. Is there danger in a counsellor depending too much on a counsellor for illumination within a social learning vocational counselling perspective?
3. What is the relationship between the principles of social learning-based vocational counselling and the developmental approaches discussed in the last unit?
4. How can you deal with the argument that career selection involves the interaction of causal events in such a complex fashion that it is more realistic to view selection as accidental?
5. What kinds of interview questions might be asked a counsellor in order to assess "task approach skills"?
6. How could vocational interests be explained in a social learning perspective?
7. What are appropriate sequences of career-relevant exploratory-learning experiences referred to by Krumboltz et al (1978) (Chapter 5 of Whiteley, J. M., & Resnikoff, A. Career Counselling) and other writers? How can these be fostered?
8. Is a social learning approach to vocational counselling likely to be most beneficial in a group or individual setting? Why?
9. How would a vocational counsellor adopting a social learning perspective deal with decidedly unrealistic career selections on the part of the counsellor?
10. How might the learning of task approach skills be integrated into traditional school curricula?
11. In what ways are social learning and psychoanalytic approaches similar? ...different?

Vocational Development Theory
Unit IV - Social and Learning Based Theory

12. What is the role of occupational information in social learning or psychoanalytic approaches?

Relevant Experiences

1. Evaluate your own task approach skills. How do you typically approach major decisions such as career choice?
2. Think of examples of individuals who have overcome the effects of genetic mediocrity or impoverished early environment. Are there common characteristics of such individuals?
3. Design a simulation or role play activity for students which might give you some information on the task approach skills of the participants.
4. Read the biography of a successful person. How can this success be explained in a social learning framework?
5. Share your background with several others in your class. Try to isolate critical variables in your own history. What has brought you where you are today?
6. Interview a young adult who is undecided in his/her career choice. What factors have contributed to such indecision?

Additional Reading

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Vocational Development Theory
Unit V - Client Centered & Other Approaches

UNIT V - CLIENT CENTERED & OTHER APPROACHES

Objectives

After reading the material and completing the individual and classroom activities associated with this unit, you should be able to:

1. Demonstrate the use of several helping skills practiced by client centered vocational counsellors.
2. Criticize the premises of client centered vocational counselling as these relate to counsellor and counsellee.
3. Discuss the role of counsellee assessment in client centered approaches.
4. Relate a client centered vocational perspective to the mainstream of client centered personal counselling.
5. Formulate several approaches that a client centered counsellor might use in order to effect a "reorganization" of counsellee attitudes.

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Vocational Development Theory
Unit V - Client Centered & Other Approaches

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Capsule Summary

"The only responsibility of the counsellor is to create the right environment. If this is done, growth will take place, but the responsibility for growth rests solely in the hands of the client. The counseling is, literally, client-centered; it is the client who is in control; it is the client who determines what will happen and where he [she] will go. Unconditional acceptance means that the counselor accepts the client as he [she] is and has no preconceptions as to what the outcomes of the counseling should be" (Arbuckle, 1974, p. 215).

"...non-directive counseling holds that adjustment is an emotional function, not so much a matter of the client's not knowing as of not being able" (Combs, 1947, p. 262).

Vocational Development Theory

Unit V - Client Centered & Other Approaches

In addition to the several major "schools" of vocational development theory already studied, there are a variety of lesser known, lesser used, or lesser "theoretical" approaches which merit some attention. These are approaches which do not fit easily within even the parsimonious groupings of vocational theory used in this unit. In most cases, the approaches cited in this unit are more correctly thought of as a vocational application of a personal counselling theory. That is, these theories have their more proper "home" in the study of personal counselling or adjustment, but their techniques, if not orientation, has been applied in a vocational context.

The most important of such approaches is undoubtedly the client centered or non-directive approach (Rogers, 1942; Brammer, 1973). This perspective is included in this Unit, not because it is particularly compelling in terms of its contribution to a knowledge of vocational development, but because of its' widespread use in personal adjustment counselling. For purposes of vocational development, it is probably useful to view client centered approaches primarily in terms of **techniques**, particularly interview techniques, which might be used in vocational counselling situations, irrespective of counsellor philosophical orientation.

Client centered approaches deal primarily with counsellor-client communication, both verbal and non-verbal. At an underlying level, non-directive approaches deal with the reorganization of client attitudes, feelings, and emotions (Combs, 1947). The job of the counsellor in such approaches is to assist with this re-organization, basing assistance on the premise that an individual has an inner drive towards such re-organization. This job is facilitated by the creation of a permissive or accepting atmosphere in which the counsellee will feel free to "self-expose" and the recognition and clarification by the counsellor of feelings expressed by the counsellee.

As outlined by Brammer (1973), techniques applicable to a non-directive style vary from listening and leading through reflecting of feelings, summarizing, and confronting. In earlier writings in this area, little attention was paid to direct types of assistance such as interpreting or informing. This early orientation has since been supplanted by one allowing more direct involvement, thus recognizing practice in theory (Brammer, 1973).

Vocational Development Theory
Unit V - Client Centered & Other Approaches

Patterson (1964) discusses the procedures or "process" of client centered vocational counselling. He indicates that counsellees may begin vocational counselling at about the same stage of being as personal counselling clients leave therapy, i.e., experiencing problems rather than externalizing them. In such cases, the goal of vocational counselling is similar to that of personal counselling, a better, more integrated self. As with personal counselling, congruence, understanding, and acceptance form the three cornerstones of successful therapy.

There have been several attempts to integrate client centered techniques with the other approaches, particularly the assessment aspects of trait and factor approaches. Bixler & Bixler (1945) include procedures which use a client oriented intake interview, testing, and a final interview which, although somewhat non-directive, is more prescriptive than typical of client centered approaches. Covner (1947) sees non-directive techniques as applicable to the initial interview, particularly in "breaking the ice" or getting things started. He further reports their value in preparing the counsellee for test administration and interpretation as well as improving communication during final interview. These are also very much in line with procedures encouraged by Combs (1947).

Another perspective that has been applied in a vocational development context is existential counselling (Arbuckle, 1974; Simons, 1970). This approach implies the building of an intimate relationship between counsellor and counsellee such that the counsellee experiences the counsellor as a person as distinct from the role of counsellor. Emphasis is on viewing oneself as "you really are", of fulfilling yourself. This approach may involve teaching or modeling since the personal values of the counsellor form the basis of many of his/her reflections. There are probably elements of this approach in much of current vocational counselling practice although few practitioners rely on a totally personal orientation void of any prescriptive technique.

Both reality and gestalt theories have been applied to vocational development (Arbuckle, 1974). In both approaches, there is a decided de-emphasis of the past and a strong expectation of personal responsibility. Reality therapy focuses a good deal on "responsible behavior", gestalt

Vocational Development Theory

Unit V - Client Centered & Other Approaches

therapy with development of potential. Both techniques involve counsellor "manipulation" of critical variables in the counselling relationship in order to effect favorable counsellee change.

Levine (1976) presents an enlightening overview of occupational choice literature from the varying perspectives of socioeconomic origin, family support, race, sex, and intelligence. She indicates inadequacies in most approaches due to the restricted range of variables considered. Particular shortcomings are noted with factors such as demand for labor and business cycles. Levine (1976) notes that many theories of occupational choice do not take into account differences among individuals in seeking a global explanation of career development processes. Mitchell & Beach (1976) take a somewhat similar approach in their important work linking expectancy theory, decision theory and occupational choice. Individuals, they note, will select occupations they think will bring them the greatest benefit provided they think that there is a chance to attain success in such occupations. In such a perspective, vocational counselling is concerned with examining perceived benefits in a realistic framework.

Several authors, most noteworthy Crites (1978), have attempted a comprehensive, almost eclectic theory or approach to vocational development. His approach relies on a diagnosis of the "what's" and "why's" of counsellee vocational problems. Such information is then synthesized in an interview-based approach. Although highly reliant on his own materials, notably the Career Maturity Inventory, this approach does utilize effective interviewing, information, and testing in what is best described as a developmental eclectic perspective.

Important Questions

1. In a client centered vocational approach, how would the counsellor deal with the counsellee (late teen-ager) who has no stated occupational interests?
2. In a client centered perspective, is it possible to be experiencing vocational or career decision problems without, at the same time, experiencing other types of personal problems?

Vocational Development Theory
Unit V - Client Centered & Other Approaches

3. How does a client centered vocational counsellor deal with a counsellee's expectation for "answers"?
4. How useful is a client centered vocational approach without combining it with another, more comprehensive, perspective?
5. How can an intake interview, designed to gather counsellee information, be conducted in a client centered perspective?
6. Can existential vocational counselling be effectively practiced in the modern high school? How?
7. What are the dangers of maintaining a non-manipulative orientation while actually "manipulating" the client as in reality or gestalt approaches?
8. What is the importance of the vocational counsellor knowing the "why's" as well as the "what's" in diagnosing the counsellee?
9. How useful are client centered approaches in a group vocational counselling context?
10. What is the role of adequate vocational information in client centered approaches?
11. Expectancy theory approaches are based on the counsellee as a rational decision maker. How realistic is this premise?

Relevant Experiences

1. Practice the helping skills outlined in Brammer (1973, pp. 79). Attempt to use the Understanding skills in a simulation intake interview with a class member.
2. Discuss the use of a client centered approach to vocational counselling with a practicing school counsellor who uses the method.
3. Analyze the interview styles of several vocational counsellors. Make note of examples of a non-directive communication style.

Vocational Development Theory
Unit V - Client Centered & Other Approaches

4. Participate in a communication skills workshop in order to improve your skills.
5. Think of other personal counselling approaches you may know about. Try to relate their basic principles to vocational counselling.

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Unit V - Client Centered & Other Approaches

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Vocational Development Theory
Unit VI - Other Factors In Vocational Development

UNIT VI - OTHER FACTORS IN VOCATIONAL DEVELOPMENT

Objectives

After reading the material and completing the individual and classroom activities associated with this unit, you should be able to:

1. Outline the nature of the built-in sexual bias in many interest inventories.
2. Discuss the implications of a sexual bias in vocational counselling practice and postulate methods to deal with such bias.
3. Formulate several approaches a vocational counsellor might use to assist female counselees to realize their full potential, career and personal.
4. Analyze the implications of the vocational counsellor as social activist in dealing with sex-based bias.
5. Discuss the necessity and relevance of a "special" theory of vocational development for women.
6. Outline useful approaches in dealing with handicapped or atypical counselees.
7. Criticize the applicability of vocational development theories to atypical populations.
8. Itemize implications of a "life-span" approach to vocational development.
9. Relate advantages and disadvantages of computerizing selected aspects of vocational counselling in Canada.
10. Articulate and defend your own position on the applicability of various vocational development theories to practice with atypical clients.

Vocational Development Theory
Unit VI - Other Factors In Vocational Development

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Capule Summary

The majority of the theories of vocational development and career choice are most applicable to healthy white males of middle-upper socioeconomic status. Indeed much of the research on which theories have been validated has been conducted only with this group. In this unit, we will deal with other factors which influence or moderate career choice and development: sex, socioeconomic status, physical factors, race, etc., as well as two other areas which seem to cut across all theories: interests and occupational information.

Vocational Development Theory
Unit VI - Other Factors In Vocational Development

You will note an expanded listing of **Additional Readings** at the end of this unit. Judicious use of this listing should enable you to follow-up on those sub-topics which interest you.

Sexual Bias in Vocational Theories

"Women do not intentionally develop into resigned, angry, bitter and hostile persons, but in some instances they do not know how to avoid it" (Thoroman, 1968, p. 110).

"For, as we are well aware, women do not exist in a vacuum; what women do and can do affects and is affected by the perceptions and actions of men" (Hansen, 1979, p. 241).

Career choice for women has always been a simple task; at least it has always seemed so to men! The role of wife and mother was always assumed to be primary with a host of "women-appropriate" occupations forming a secondary orientation. Women worked for "pin money", to "help out" or because they "had to"; they "took away" a man's job!

The problem with such commonly held attitudes and prejudices is that they are all too common, held by those who influence female career development as well as report on it — vocational theorists and counsellors (Thomas & Stewart, 1971; Bingham & House, 1973a/b; Donahue & Costar, 1977). Attitudes which are accepted non-critically by those in positions of power and influence soon become "fact"; a self-fulfilling prophecy (DiSabatino, 1976). Rather than examining critically the basis for such beliefs, some vocational counselling practice has provided reinforcement. Because of their psychometric basis, currently used vocational interest inventories, including the very best of such instruments, discriminate against women by channeling them into "conventional" occupations (Prediger & Hanson, 1978; Fitzgerald & Crites, 1980). Theories of vocational preference are based on men and male-dominated choices (Vetter, 1973; Holland, 1966).

Hansen (1979) outlines a number of trends that have influenced women's career development. Such trends include technology, legal developments, the Women's Movement, and changing values. Psathas (1968) imposes a caveat on realization of such trends; the economic position of a future

Vocational Development Theory
Unit VI - Other Factors In Vocational Development

mate. This position is reinforced by Hawley (1972) who reports that only 10% of the women involved in her study would pursue a career objected to by significant men in their lives. Vetter (1973) outlines a variety of factors which influence female career choice, although many of these could be equally applied to males.

The vocational counsellor does the greatest violation when he/she operates in a manner which presumes that sex alone necessarily imposes an a priori restriction on vocational development (Schlossberg & Pietrofesa, 1973). Such presumption is seldom overt, operates in very subtle ways, and is most noticeable in restricting the ranges of occupational choices considered in the vocational counselling relationship.

Several writers have addressed vocational theories specifically in terms of their applicability to women. Vetter (1973) presents an analysis of four general approaches; Super, Roe, Holland, and Blau et al. Psathas (1968) and Zytowski (1969) have developed approaches based exclusively on a female perspective. There does not appear to be compelling evidence either for the necessity of a completely different theory of vocational choice for women or for the lack of applicability of current "male dominated" vocational theory for women. The problem may be not so much with the theories but with their impoverished interpretation and practice.

The case can clearly be made that there are additional areas that must be considered in career counselling with women but the magnitude of these considerations has very often been overstated. The truism that reproduction is a female domain does imply certain limitations as far as a career is concerned, but need not limit career choice or development per se (Vetter, 1973). As indicated by Zytowski (1969), the female's role is not static and will ultimately bear no distinction from that of men. The problem may be resolved not by asking how the vocational development and career selection of woman is different from that of men but rather by asking if it is functionally necessary to dwell on such differences. Perhaps, it is the fundamental basis of sex role ascription that bears examination rather than the specialized aspect of career choice (Schlossberg & Pietrofesa, 1973).

Vocational Development Theory

Unit VI - Other Factors In Vocational Development

The question remains as to whether or not we are dealing with a self-fulfilling prophecy. What is the job of the vocational counsellor in dealing with such situations? Is it important for a counsellor to operate on the basis of counsellee "free choice" in providing vocational assistance?

Vetter (1973) sees the job of the counsellor as that of a social activist, seeking to affect the status quo. Fitzgerald & Crites (1980) agree with this orientation in cautioning counsellors dealing with women not to accept a restricted stated career choice at face value. They also see the necessity for a change in woman themselves, freeing themselves from the demands and constraints of a sex-based society. This approach is echoed by Schlossberg & Pietrofesa (1973) in their cry for a "consciousness raising" training model, an approach in line with Gottfredson & Holland's (1975) findings linking future career with present stated career choices. Astin & Myint (1971), in their major follow-up study of women's career development, found that degree and type of training were highly predictive of future career orientation, thus reinforcing counsellor preoccupation with ongoing education as a method of effecting longer-term changes.

It is impossible to examine the applicability of career theories for women, in short, the sexual stereotypes of career theorizing, without at the same time examining sexual bias in male career choice. Morgan et al (1979) report on the development of the male role, arguing that changes in orientation and alternatives must be carefully considered by vocational counsellors. As reported by Fitzgerald & Crites (1980), it may have been that Williamson (1959) anticipated our modern day preoccupation with differences when he wrote "...that in vocational counseling, the counselor takes for granted that the choice of an occupation should reflect the individual's optimal potential" (Fitzgerald & Crites, 1980, p. 59).

Other Special Interest Groups

Although sex-based concerns in career counselling and theorizing are sub-issues warranting special consideration by the vocational counsellor, they are not the only issue. Other groups have been targeted in the literature for special treatment, most notably, those different from the norm in

Vocational Development Theory
Unit VI - Other Factors In Vocational Development

physical/mental abilities, race, age, educational achievement, socioeconomic status, geographic locale or other personal characteristics. These groups have often been loosely labeled "the disadvantaged" (Ginzberg, 1979).

Such groups are forming an increasing percentage of the population as unemployment and the demand for higher and higher levels of worker competence exclude more people from meaningful vocational choice. This means that such groups, which might previously have been treated in much the same way as the larger grouping, now may require specialized assistance to maximize their vocational opportunities (Ginzberg, 1979).

As has been made clear in our study of the vocational counselling of females, the vocational counsellor must walk the fine line between, on the one hand, arbitrarily limiting career choice based on differences from the norm, and, on the other hand, failing to acknowledge any possibly limiting effects of gross difference. Airline pilots are permitted a visual impairment but they may not be blind!

The largest single group of such disadvantaged potential counsellees are labelled by Daws (1968) as unscholarly, a label which even he describes as "never accurate (p. 400)". He points to a variety of reasons for such disadvantage ranging from poor motivation to low native ability, each indicative of varying counsellor strategy. Cochrane (1979), echoes these sentiments, calling for vocational counsellors to commit themselves to a broader understanding of the world of work.

In a vocational development sense, the problem for the vocational counsellor in dealing with the atypical client is one of ensuring that vocational counselling activities are in tune with actual vocational development level. With the mainstream of counsellees, chronological age is the best single indicator of vocational maturity but this may not be so with the low achiever. The counsellor is often placed in the dilemma of dealing with a vocationally immature individual but one who is forced to make imminent vocational decisions. At such times, a trait and factor orientation may be the only way to adequately assist the individual, seeking to maximize the possibility of an appropriate "match". Very often, the role of the counsellor moves to one of teacher,

Vocational Development Theory
Unit VI - Other Factors In Vocational Development

seeking to instruct the student in those "life skills" necessary for survival in the rapidly approaching vocational world. Phelps & Lutz (1977) and Hershenson (1974) provide excellent overviews of career exploration strategies for the special needs or handicapped student. Gordon (1974) provides sound guidelines for the vocational counsellor dealing with minority or socioeconomically handicapped clients. Like several of the writers dealing with women's issues relating to vocational counselling, Gordon (1974) calls for an inclusion of the educator and social activist in the role of the modern vocational counsellor.

In a historical sense, vocational guidance is in the process of returning to its roots. From its early beginnings with adults, most notably in the selection of military personnel, the movement shifted into the schools, bringing its focus to youth. That focus has shifted once again with considerable interest being expressed in the vocational counselling of middle-upper aged individuals and the inclusion of leisure as a possible vocational counselling orientation.

There are several possible reasons for this shift in orientation from a largely school or youth-based model of vocational counselling. Certainly two important reasons have been the population shift away from the very young following the post war baby boom and the complimentary shift from the single occupation career. The first reason provides a demographic necessity to the shift; the second a realization that career counselling is never "finished" because of the dynamic nature of current career patterns. As well as these major reasons, there are a variety of other causes for this increasing emphasis on the older vocational counsellee including marriage and divorce rates, impact of working women, and the changing nature of work (Herr, 1979).

The vocational development of the "older" client is a logical extension of your earlier study of the vocational development processes leading up to adulthood (Super 1979, 1980; Levinson et al, 1976). Super (1980) views the process of development as continuous, what he refers to as a "life cycle (p. 288)", a view shared by the majority of those who have addressed this area (Heath, 1977; Gysbers & Moore, 1975; Murphy & Burck, 1976). Super (1980) describes the scenario of aging in terms of increase and decrease in importance of various roles played, capsulated in what he refers to as a "Life-Career Rainbow" (Super, 1980, p. 289).

Vocational Development Theory

Unit VI - Other Factors In Vocational Development

Implications for vocational counsellors of this life-span approach to vocational development and vocational counselling hinge on their role of promoting independent career decision making skills. If career decision making does not stop on selection of the first occupation or job, and we have compelling evidence that it does not, it is even more important that students leave school with the skills necessary to undertake these ongoing decisions. It is also necessary to pay increased attention to other, non-job activities such as leisure or domestic responsibilities, areas not traditionally addressed by vocational counselling. This emphasis necessarily moves the vocational counsellor away from a one-on-one remedial vocational counselling thrust; such necessary developmental and educational work is addressable only through **preventive education**. Peavy (1979, 1980) presents useful analyses of adult counselling and learning. This is complimented by Tolbert's (1980) analysis of popular vocational development theories in terms of their applicability for adults.

Two other areas which are influential in an individual's career choice and overall career development are availability of relevant occupational information and individual career interests. These areas are beyond the venue for a course on vocational development theory, being more properly addressed by courses dealing with vocational assessment or vocational materials. However, it is important that you be aware of their applicability to the implementation of vocational development theory.

The necessity for quality career information cuts across all vocational development theories (Nuckols & Banducci, 1974). It is the basis on which realistic vocational interests are fostered and knowledgeable decisions are made. One cannot have first-hand experience with the wide varieties of occupational groupings which confront the prospective career-seeker (Hayes, 1973); good vocational information **simulates** such experience, maximizing the possibility of informed choice.

Herr (1979) outlines a number of important principles in the use of career information including the necessity for a high level of counsellee motivation or readiness for the information, need for quality up-to-date information, and proper usage. Increasingly, such information is being made

Vocational Development Theory
Unit VI - Other Factors In Vocational Development

available through a computerized data base, usually involving the possibility of "matching" counsellor aptitudes, interests, work preferences, etc., with those of individuals practicing in a variety of occupational groupings - trait-factor theory in practice!

In Canada, the major availability of such computerized programs has been through the CHOICES system (Government of Canada, 1979), the Ontario-based Student Guidance Information Service (S.G.I.S.) (Harvey et al, 1975), the now defunct Alberta VISA project (Souch & Romaniuk, 1976) and other regional or provincial systems. Such programs do not entirely satisfy the need for careers information since they are more related to a trait and factor match than with informing the user as to broad-based descriptive occupational information. From a careers information perspective, most "marriages" between career matching and career information systems limit the user to brief written descriptions or information on projected worker demand for selected occupations (Super, 1978). Such systems are particularly useful in providing immediate feedback to the user on the implications of possible decisions and preferences, thus encouraging improved occupational exploration (Super, 1978). Cassie et al (1979) provide an excellent review of both CHOICES and S.G.I.S. as they pertain to the Canadian situation as well as a general overview of computer-assisted vocational counselling.

As well as the availability of relevant occupational information, counsellor interests also exert a mediating effect on the applicability of vocational theories. From the perspective of vocational counselling, interests create problems when they are so broad as to be undifferentiated, are based on misinformation or lack of information, or are apparently non-existent in a counsellor.

Other than interview techniques, the primary way to assess vocational interests is through formal interest inventories (Herr, 1979). Such inventories "match" counsellor interests in a variety of activities with those of people functioning in a variety of occupations or query counsellor interest in selected occupations directly by way of job title. Your main text (Herr, 1979 pp. 340-343) outlines a variety of interest measures to which could be added the Canadian Occupational Interest Inventory (Begin, 1977; Government of Canada, 1979) which is directly tied to the CCDO (Government of Canada,

Vocational Development Theory

Unit VI - Other Factors In Vocational Development

1973) for purposes of facilitating occupational exploration. The use of such inventories has been shown to have a positive effect on counsellee career knowledge (Zytowski, 1977), a useful effect irrespective of counsellor theoretical orientation.

Interest inventories have been criticized for having a sexual bias, giving rise to a proliferation of "sex-balanced" interest profiles (Prediger & Lamb, 1979; Prediger & Hanson, 1978). It remains to be conclusively demonstrated whether such reports, which largely ignore sex in norming, will be of practical use given the overwhelming preponderance of males in the norming sample for many occupations. However, it is probably still better for counsellors to use the "sex-balanced" version, even given this caveat. "Sex-restrictive" measures exert a counterbalancing bias by restricting the range of possible career choice, thus reinforcing the status quo (Prediger & Lamb, 1979).

Important Questions

1. What factors have contributed to an increased interest in "women's issues" in vocational counselling?
2. How can a researcher attempting to validate interest inventories deal with the lack of sufficient numbers of females to form a representative sample for selected occupations?
3. What are your own attitudes regarding "appropriate" careers for women? What role does child bearing play in such a career?
4. How did the sexual bias of many interest inventories come about? What can be done about it?
5. What are the implications for counsellees of both sexes of a "consciousness raising" approach to vocational counselling?
6. What is the place of a trait and factor approach in dealing with handicapped or other disadvantaged counsellees?

Vocational Development Theory
Unit VI - Other Factors In Vocational Development

7. How important is the assessment of vocational maturity in the organization of vocational counselling services for atypical clients? How might this be accomplished?
8. What are the implications of the "educator" role for vocational counsellors? How might this be rationalized in terms of other aspects of the role? How can the role be realized efficiently?
9. What are some implications of Super's (1980) "Life-Career Rainbow" approach?
10. How can a vocational counsellor integrate the use of occupational information in an overall program of vocational assistance? What is the particular place of such information in dealing with counsellees who are geographically remote from a wide variety of occupational groupings?
11. How does the practicing counsellor rationalize the dual responsibilities of one-on-one remedial work with students as well as preventive developmental activity? Which aspect would you emphasize? Why?
12. How can vocational information included in such computerized programs as CHOICES be supplemented for the student?
13. At what point(s) in the developmental process would the use of programs such as CHOICES be most beneficial for students? Why?
14. What arguments could be made for using very fine occupational categories (Match Head Dipper) versus more general occupational categories (Industrial Worker) in occupational information systems?
15. What is the place of occupational information and interests in the "families" of vocational theory you have studied?

Relevant Experiences

1. Study occupational information for your chosen occupation.

Vocational Development Theory
Unit VI - Other Factors In Vocational Development

2. Arrange to undertake the CHOICES program in your area if at all possible.
3. Interview several students to determine their knowledge of a variety of occupational information. Pay particular attention to their realistic knowledge of those occupations in which they show an interest.
4. Interview "career women" with and without children to gain a first-hand appreciation of their special problems.
5. Complete and score your own Self Directed Search or other interest inventory available to you. Discuss your results with other students.
6. Interview an "atypical student" in order to gauge the reality of expressed occupational interests.

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CONCLUSIONS

A Final Perspective

"To be sure, even if counselors were able to offer extensive vocational assistance, there would still be little they could do for large numbers of young people passing through an educational system which fails to teach them essential skills and prepare them for work. Correcting this situation requires basic institutional realignments of priorities and resources. Counseling alone—either in or out of the school system—cannot make up for educational skill deficiencies" (Ginzberg, 1979, pp. 33).

A knowledge of vocational counselling theory does not a vocational counsellor make!!! As you will have learned from your exposure to personal counselling theory, such knowledge can, at best, provide a framework for the development of useful practice. In some instances, it is practice which outstrips the limitations imposed upon it by a partially formulated or inconsistent theoretical perspective. It has often been quipped that Carl Rogers is not "Rogerian" in practice!

Warnath (1979) argues that vocational theories have aided us only very little, that they have failed to account for the changing nature of work, are based on the faulty premise of real choice, and rely on an intrinsic orientation of the value of work. It is impossible for the vocational counsellor to read "worker biographies" by Terkel (1975) or Lasson (1971) and not be impressed by the happenchance element of vocational "choice". Indeed it is rare to read a biography demonstrating a conscious career choice at the elementary or high school level resulting in a productive and satisfying career in later life. Career "choice" may not involve the long-term analysis and planning which form the basis or goal of most theories; short-term situational variables may be at least as influential in actual selection.

It was noted in Unit I that vocational guidance has always been concerned with answering the questions, "How do young people select careers?", and, "How can vocational guidance or counselling improve career selection?" To these two questions must be added a third, "How should young people select careers?" The first question is descriptive; it seeks

Vocational Development Theory Conclusions

to explain that which occurs. The second question is prescriptive; it seeks to dictate vocational counsellor behavior. The third question is moralistic; it seeks to utilize the answers to question #1 and dictates the limits of our answer to question #2. The answer to question #3 is critical for the practicing vocational counsellor because it mediates practice.

The "shoulds" of vocational theory are perhaps more closely aligned to a philosophical orientation, a system of values, than they are to considerations of efficacy. Such values or philosophical orientation must not be conceived in a vacuum. They must reflect a knowledge of the present situation as this knowledge mediates the limits of possibility, both as far as outlining the ideal, as in question #3, or in striving for the ideal, as in question #2.

It may be that there is no single answer to the "shoulds" of career choice because there is little continuity to the restraints of the environments within which career choices must be made. As a vocational counsellor, you may be permitted the luxury of a philosophical orientation but not that of a consistent philosophy or approach!!!

At the risk of being eclectic in the extreme, any useful "theory" of vocational choice must take into account our incomplete knowledge of the development of vocational behavior, the relationship of personal attributes to success and satisfaction in any job, the influence of environmental factors for eventual career decision making, and the process of career decision making itself. A difficult task at best!

For application at a minimal level, this perspective requires a familiarity with the essential elements of developmental and trait and factor approaches as well as special considerations impinging on the application of these perspectives due to the personal characteristics and environmental milieu of the client group served. Put simply, counsellor skill is a requisite.

It is a developmental perspective which allows for a rational use of trait and factor assessment techniques and provides a focus for training in vocational decision making and the use of occupational information. This perspective maximizes the chances of success for any type of intervention, be that

Vocational Development Theory

Conclusions

one-on-one assessment, group decision-making training, use of occupational information, or on-the-job simulation.

The goal of vocational counselling, simply stated, is to assist clients to make better career decisions. It is improved career decision making abilities which are the logical goal of vocational counselling because a career is much more than the selection of any particular job within a given occupational grouping. Career decisions will need to be made at many points in an individual's life-span, usually without the benefit of formalized vocational counselling. It is clients themselves who must understand their vocational development, must be able to assess their own abilities, and must make realistic decisions in the light of environmental constraints. At best, the vocational counsellor can help in a process which will take place with or without the assistance provided by counselling. The role of teacher is not a part of the role of the vocational counsellor; it may be the role.

Important Summative Questions

1. How do you view the integration of developmental, trait and factor, and environmental factors in your own "theory" of vocational development and choice?
2. What are some implications of the role of "teacher" for the practice of vocational counselling?
3. What are the benefits for a vocational counsellor of operating within a clearly annunciated theoretical framework? What are the problems?
4. What are your own feelings regarding the "shoulds" of vocational decision making?

Relevant Summative Experiences

1. Demonstrate the ways you might integrate an appreciation of a trait and factor approach with a developmental perspective in the vocational counselling of clients of varying ages.

Vocational Development Theory

Conclusions

2. Articulate and defend your own position on vocational development and choice. Compare this approach to the one you formulated at the beginning of this course.
3. Prepare a lesson you might use with high school students to teach them about the process of vocational development or career decision making.

If you have any comments regarding this course, or would like to contribute ideas for possible future revisions, please contact the author:

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